



**Rhode Island  
Department of Education**

**June 2005  
Second Edition**

***To teach all students, we must teach each student.***

(Kame'enui, 2002)

Struggling readers who need extra help are not identical to one another in their needs. In fact, their needs are most often widely diverse. Because of that, there is no one magic technique, program, or set of materials that works for all students (Fountas & Pinnell, 2001). Instead, what is needed are methods of analytically observing students individually, as well as using valid diagnostic and progress monitoring assessments, yielding data that results in modification and/or adjustment of materials and teaching techniques for individual learners. **Good instruction for struggling readers focuses on a *difference model*, one that meets students at the point in their literacy development where they are performing and then seeks to move them forward, rather than a *deficit model*, which focuses on what students do not know.**

For additional information, please refer to the Rhode Island Department of Education's *PreK-12 RI Literacy Policy* and *Initial Guidance for the Literacy Component of the High School Regulations*.

# **Personal Literacy Plans K-12 Guidelines**

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## FOREWORD

The K-12 *Guidelines for the Development of Personal Literacy Plans* (PLPs) have been written by a team of educators who believe that while students may learn to read in different ways and in different time frames, all students can learn to read given appropriate instruction and support. Therefore, every attempt was made to write the PLP Guidelines clearly, using language that educators, families, and all stakeholders could understand and use to support this process.

The Rhode Island Department of Elementary and Secondary Education (RIDE) strongly suggests that all school districts use the PLP Guidelines to guide the development of their PLP system and the refinement of their PLPs, reading interventions, and reporting forms.

## ACKNOWLEDGEMENTS

As part of the RIDE refinement process, teams of Rhode Island Educators and Administrators provided suggestions for the PLP Guidelines through two feedback sessions in March 2005. These teams questioned and provided feedback on their own districts' PLP documents, the impact on their work, and areas where they could use further explanation of the RIDE PLP Guidelines. Their field experiences and suggestions were imperative to the refinement of the PLP Guidelines, and their feedback was incorporated into and guided the refinement process. The end result of this team effort is a set of guidelines that we hope proves useful for an extended period of time.

Additionally, we would like to thank the members of the PLP Sub-Committee for all of their efforts to help review and refine the PLP Guidelines. Without their critical evaluations and reflections the guidelines would not be reflective of the needs of our students, their families, and the schools of Rhode Island. Also, we would like to thank the PLP Focus Group for their feedback, as they read through it with their many "lenses." The information they supplied helped ensure clarity, completeness and usability of this document

Lastly, we would like to thank everyone who assisted in this endeavor. Their work helped make certain that this document best reflected the needs of teachers, districts, and ultimately the students of Rhode Island.

## Background

The Rhode Island (RI) General Assembly is committed to improving students' reading achievement as seen in the amended 2002 RI General Law 16.1-7 (a-c) requiring schools to develop personal literacy programs (PLP) for all students K-5 who are at risk for reading failure: **(While the law uses the term program, it is very important for readers to note that the word “program” as used here refers to a design to improve a student’s reading level, not a basal reading series or other commercial reading program.)**

*(a) The Board of Regents shall adopt and publish statewide standards of performance and performance benchmarks in core subject areas to include reading, writing and mathematics (grades 4, 8, and 10). These standards and performance benchmarks shall be ratified by the board and implemented, and performance standards and performance benchmarks for reading in two grades shall be added.*

*(b) Every school district receiving state education aid under this title shall develop a district strategic plan.*

*(c) The strategic plan shall include strategies to improve the performance of students in mathematics, reading and writing. Each plan must describe scientific research based, as described in the No Child Left Behind Act of 2001, Title 1, Part B, Section 1208, reading instruction to improve the reading skills of all students in the early grades (K-3) that is aligned with the Regent's reading policy. The districts must develop, implement and evaluate a Personal Literacy Program for each student in these grades who is performing below grade level.*

As evidence of the Regents' concern with students' reading success, they, in concert with RIDE and other state-level partners, convened two High School Summits (2000, 2002). Participants represented a broad array of stakeholders who considered the current state of affairs and future directions for Rhode Island's high schools. A major finding was that students lacked adequate academic skills in reading, writing, and mathematics, with many students performing below grade level and therefore unable to succeed in school. As a result of the findings, the Regents are requiring that by May 2004, school and district plans (K-12) will identify means by which students will attain grade level literacy. By September 2004, each middle and high school must have specifically identified literacy programs in place to support students.

## PLP IMPLEMENTATION TIMELINE

<b>Design Phase</b>	<b>Implementation Phase</b>	<b>Systemic Phase</b>
October 2003-August 2004	September 2004-June 2006	2006 School Year - Beyond
<ul style="list-style-type: none"> <li>▪ Designed process/forms</li> <li>▪ Selected assessments</li> <li>▪ Identified students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revise/Refine forms/process of PLP</li> <li>▪ Select resources (materials, personnel, etc.) for student/support system</li> <li>▪ Evaluate quality of assessments and data</li> <li>▪ Coordinate with School/District Improvement Teams &amp; District Strategic Plans</li> <li>▪ Report data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institutionalize process for sustaining PLP</li> <li>▪ Identify structures and supports in place, which are reviewed/refined periodically</li> <li>▪ Align K-12 literacy with HS Diploma System/Proficiency Based Literacy</li> <li>▪ Report data</li> </ul>
<b>Professional Development/Technical Assistance</b>	<b>Professional Development/Technical Assistance</b>	<b>Professional Development/Technical Assistance</b>
<b>RIDE:</b> <ul style="list-style-type: none"> <li>▪ PLP Guidelines</li> <li>▪ Dec. 2003 Regional RITAP Rollouts</li> <li>▪ PLP Assessment Showcase</li> <li>▪ PLP District Showcase</li> </ul>	<b>RIDE:</b> <ul style="list-style-type: none"> <li>▪ Reviewed all PLP documents and student data</li> <li>▪ Utilized district feedback, revised Guidelines</li> <li>▪ Developed voluntary PLP document</li> <li>▪ Continue to review district data</li> </ul>	<b>RIDE:</b> <ul style="list-style-type: none"> <li>▪ Update Guidelines</li> <li>▪ Provide resources for professional development and materials</li> <li>▪ Review district data</li> </ul>
<b>LEA- Local Education Agency:</b>	<b>LEA- Local Education Agency:</b>	<b>LEA – Local Education Agency:</b>
<ul style="list-style-type: none"> <li>▪ Selected assessments</li> <li>▪ Developed PLP process and documents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administer assessments</li> <li>▪ Analyze data</li> <li>▪ Distribute resources based on PLP needs</li> <li>▪ Submit student data to Commissioner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administer assessments</li> <li>▪ Analyze data</li> <li>▪ Distribute resources based on PLP needs</li> <li>▪ Submit student data to Commissioner</li> </ul>

# Who Needs a Personal Literacy Plan (PLP)?

## As of the 2005-2006 School Year and beyond:

- All students in grades K-5 not reading at grade level need a PLP (including 6<sup>th</sup> grade if within an elementary school setting).
- All students in grades 6-10 reading 3 or more years below grade level need a PLP (6<sup>th</sup> grade if not in an elementary school setting). The classification of reading “3 or more years” below grade level was established to help all secondary schools build capacity for servicing their students. Therefore, by the year 2011 all students K-12 not reading at grade level will have a PLP.
  - In 2006-07, 11<sup>th</sup> grade students will be included.
  - In 2007-08, 12<sup>th</sup> grade students will be included.
  - Districts may implement PLPs for students in grades 11 and 12 prior to the aforementioned dates.
- All students with IEPs who meet the criteria for a PLP also need a PLP.  
Reminder: the PLP Guidelines are the same for students with or without IEPs.
- All English Language Learners (ELL) in grades K-5 who are not reading at grade level in English need a PLP **in addition to** appropriate English language instruction, regardless of other factors which may include:
  - Level of native language reading proficiency.
  - Limited or interrupted formal schooling.
  - Previous school experience.
- All English Language Learners (ELL) in grades 6-10 who are reading 3 or more years below grade level in English need a PLP **in addition to** appropriate English language instruction, regardless of other factors which may include:
  - Level of native language reading proficiency.
  - Limited or interrupted formal schooling.
  - Previous school experience.

The classification of reading “3 or more years” below grade level was established to help all secondary schools build capacity for servicing their students. Therefore, by the year 2011 all students K-12 not reading at grade level will have a PLP.
- All students who have an existing PLP continue with a PLP until they are reading at grade level.
  - For example: Students who move from the elementary to secondary level continue with their PLP until they are reading at grade level.

# What is a Personal Literacy Plan (PLP)?

## A PLP...

- Is a plan of action for a teacher to use to bring a student to reading proficiency.
- Provides a problem-solving approach for improved student reading that is cyclical, inclusive (involving teachers, parents, administrators, etc.) and connects to the process of school improvement.
- Ensures that all students will become proficient readers (i.e. reads and comprehends at least at grade level).
- Provides a framework designed to meet the needs of an individual student, accelerating said student up to grade level.
- Records intervention results that inform subsequent school personnel of successful instructional approaches.
- Provides appropriate and focused instruction for struggling readers beyond the context of classroom instruction for all students.
- Informs a district's local assessment system that is aligned with GLEs/GSEs.
- Focuses on the improvement of students' reading proficiencies as required by RI laws and regulations cited in the Background.
- Is not dependent on one specific model, program or assessment.

## Major components of a PLP:

<b><u>Intervention</u></b>	Focused and appropriate instruction based on student needs determined by assessments.
<b><u>Intervention Progress Monitoring</u></b>	Occurs frequently (weekly, bi-weekly, monthly) for students with a PLP and for students in targeted literacy groups at the secondary level. The results of this type of progress monitoring inform instructional decisions in the individual student's intervention plan or for the targeted group plan.



## Prior to initiating the PLP process...

### Systematic and Explicit Literacy Instruction for ALL Students

- School-wide differentiated literacy instruction provided by the classroom teacher for all students at the elementary level.
- School-wide discipline-specific differentiated literacy instruction provided by all content area teachers for all students at the secondary level (middle and high school).
- Periodic progress monitoring instruments inform teachers of student progress to determine supplemental instruction and the need to initiate the PLP process.
  - **District/School level progress monitoring** typically occurs three times per year, in the fall, winter, and spring for all students at the elementary level and less frequently at the secondary level. The purpose of this assessment is to make informed decisions for resource allocations, professional development planning/implementation, program planning and evaluation, etc.
  - **Classroom level progress monitoring** may also be referred to as “curriculum embedded” assessments. They are on going and include tasks typically used during the instructional process. They evaluate student’s learning based on systematic observation and guide the specifics of instruction within the curriculum.
- *A Student Literacy Record* (see Appendix D) maybe used by a school/district to maintain literacy growth and PLP documentation over time. This record should begin when a student enters a Rhode Island school for the first time and should follow them until high school graduation.

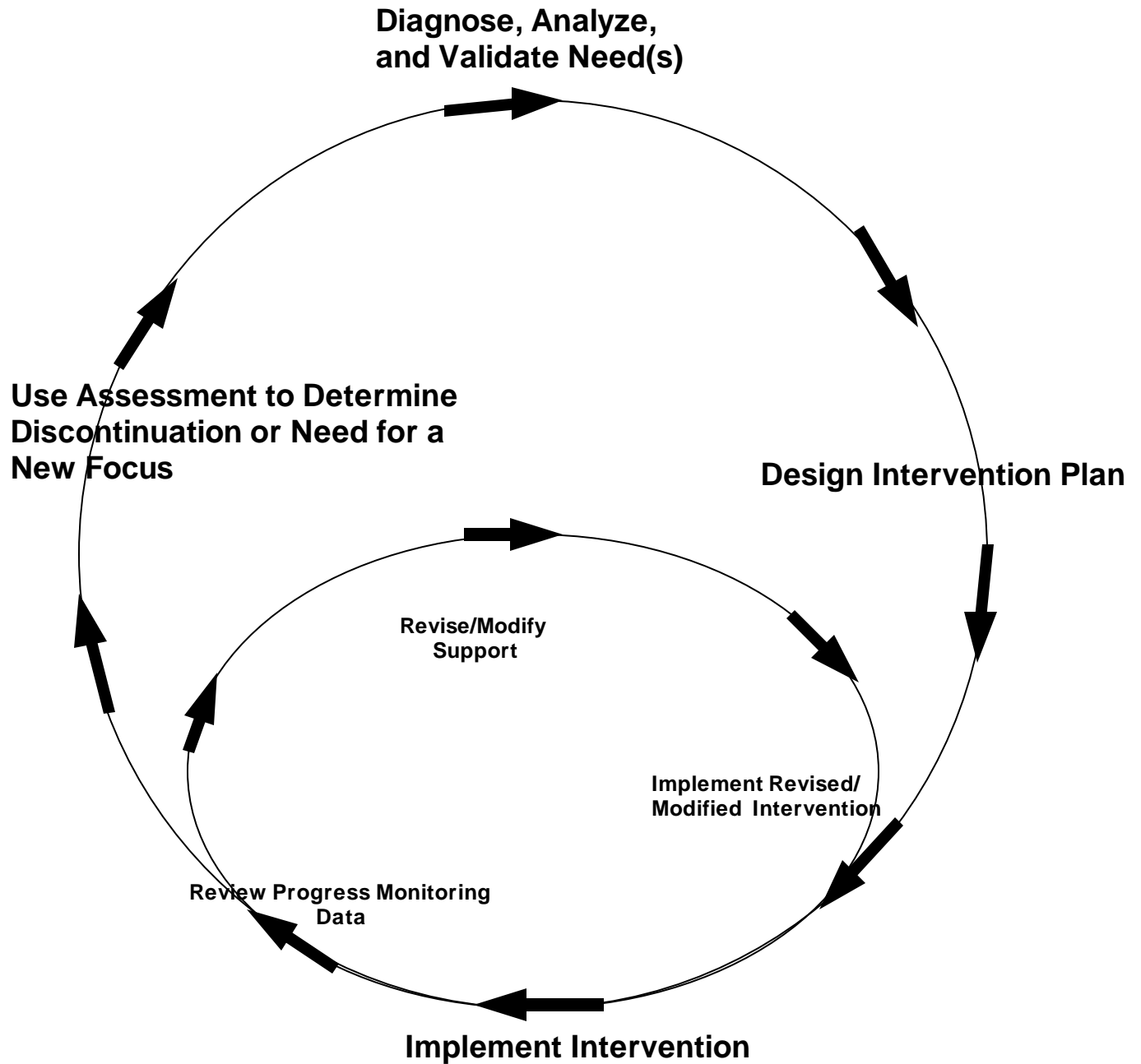
### Screen and Review Reading Achievement

[Refer to page 13 for more information on Assessment]

- Distinguish **every student, every year** who is succeeding or will continue to succeed with the regular instruction from those students who may need additional assistance by using performance on statewide assessment, local assessment data, portfolios, student records, existing PLP, etc.
- Review the reading achievement of students, who enter anytime during the school year, in a timely manner. Screening and/or diagnostic assessments must be given to students entering from out of state and may be given to students who transfer from within the state if more information is needed.

*The PLP process must be initiated on behalf of the student in accordance with district policy as determined by the Local Education Agency (LEA), when students are identified as not reading at grade level through screening and/or periodic progress monitoring.*

# Life Cycle of a PLP Problem Solving Approach



Refer to the following pages for a detailed explanation of the Life Cycle of a PLP →

# **Life Cycle of a PLP**

[Refer to pg 17 for additional information the Roles of PLP Personnel]

## **Diagnose, Analyze, and Validate Need(s)**

- Administer diagnostic assessment(s) to acquire greater information about at-risk students.
- Analyze the results to determine the specific need.
- Validate to confirm screening results. Are we reasonably confident the student needs instructional support in this area? Use additional information, other assessment data, knowledge about the student, etc.
- Record and maintain the reading level of the student identified.
- Determine if the student will be placed in a targeted intervention group or receive intensive intervention, at the secondary level.

## **Design Intervention Plan**

- When composing the student's intervention plan determine what supports the student needs: who, what, when, where, how, including instructional targets, benchmarks, timeline, and system for review in accordance with district protocol/procedures.
  - What are the goals of instruction?
  - What specific skill(s) do we need to teach?
  - What instructional curriculum/programs to use?
  - What specific instructional strategies to use?
  - How much instructional support may be needed?
  - Who will provide the support?
  - How much time, how frequently, when?

## **Implement Intervention**

- Ensure appropriate instructional supports are completed in accordance with the Intervention Plan.

## **Review Intervention Progress Monitoring Data**

- Assess to determine if progress is being made.
  - Is the intervention effective in improving the student's literacy skills?
  - Is the student progressing at a sufficient rate to achieve the goal?
- Document assessment data.

## **Revise/Modify Support**

- Revise plan and include (if needed) expanding circle of support for increasingly complex plans.

### **Implement Revised/Modified Intervention**

- Once revised/modified plan has been implemented, repeat the inner cycle. This process is to be repeated as many times as needed.
  - **Review Intervention Progress Monitoring Data of the Revised/Modified Intervention.**
    - Assess progress to determine if progress is being made.
      - Is the intervention effective in improving the student's literacy skills?
      - Is the student progressing at a sufficient rate to achieve the goal?
    - Document assessment data.
  - **Revise/Modify Support.**
    - Revise plan and include (if needed) expanding circle of support for increasingly complex plans.
  - **Implement Revised/Modified Intervention**
    - Ensure appropriate instructional supports are completed in accordance with the Intervention Plan.

### **Use Assessment to Determine Discontinuation or Need for a New Focus**

- If outcome assessments aligned with GLEs/GSEs indicate a student is at grade level, the student no longer needs a PLP.
  - Maintain documentation for possible future use/reference.
- If assessments indicate the student is still not at grade level, then a review of all documented information along with any other data available will be used to determine another area of focus or more effective strategies for instruction. A new intervention plan is then put in place.
- In addition to a PLP, a referral for Special Education evaluation may be considered if:
  - In spite of successive, research-based interventions, the student is no longer making progress toward the GLEs/GSEs.
  - The student's progress is dependent on a level of support that cannot be maintained over time in general education.
  - If a referral is made, then the Evaluation Team will be asking the following questions:
    - Have interventions of appropriate type, progression and intensity been implemented with fidelity? If not, consult for additional interventions. If yes, consider the next question.
    - Given the student's response to interventions - including rate and gaps of learning, and intensity of instruction needed - do we suspect that the student might have a disability? If not, consult and continue supports within general education. If yes, consider if any additional evaluation is necessary.

[Refer to *Interim Guidance Regarding Service Delivery and Learning Disability Identification* for more information.]

# Assessment

Carefully chosen assessments are an integral part of your district's local assessment system and the PLP process. All four types are needed in every district's local assessment system.

## Screening

- Predicts which students are likely to experience reading difficulty.
- Identifies students who are at-risk for reading difficulty and in need of further diagnostic assessment(s) and/or additional interventions.
- Provides information in order to complete District Report submitted to RIDE in December of each year.

Screen and review reading achievement of **every student, every year** to distinguish those students who are succeeding or will continue to succeed with the regular instruction from those who may need additional assistance by using performance on statewide assessment, local assessment data, portfolios, student records, existing PLP, etc.

## Diagnostic

- Provides more detailed information about a student who has been identified as being "at-risk" at any time during the year.
- Provides more precise and in-depth analysis of a student's strengths, weaknesses; frames instruction for the particular student.
- Determines more specifically which components of comprehensive reading (fluency, phonemic awareness, phonics, text comprehension, and vocabulary) are problematic for the student.
- Analyzes assessment and other relevant data to inform appropriately designed PLP or targeted intervention.

## Progress Monitoring

- Informs the teacher about the student's progress.
- Determines if the student is making adequate progress.
- Provides timely measures to inform instruction.

### THREE TYPES OF PROGRESS MONITORING:

- District/School level progress monitoring typically occurs three times per year fall, winter, and spring for all students at the elementary level and less frequently at the secondary level. The purpose of this assessment is to make informed district/school decisions for resource allocations, professional development planning/implementation, program planning and evaluation, etc.
- Classroom level progress monitoring may also be referred to as “curriculum embedded” assessments. They are on going and include tasks typically used during the instructional process. They evaluate student’s learning based on systematic observation and guide the specifics of instruction within the curriculum.
- Intervention progress monitoring occurs more frequently (weekly, bi-weekly, monthly) for students with a PLP and for students in targeted literacy groups at the secondary level. The results of this type of progress monitoring inform instructional decisions in the individual student’s intervention plan or for the targeted group plan.

*The primary differences between district, classroom, and intervention progress monitoring are the specificity of the progress monitoring assessment selected for use in a PLP as well as the frequency of administration and analysis.*

### **Outcome**

- Provides broader information about programs and student learning.
- Provides data about what has been accomplished over a period of time.

[Refer to Appendix E for suggested screening, diagnostic, and progress monitoring instruments. This is in no way all-inclusive or a product endorsement. It simply offers some suggestions that may be helpful to districts.]

## **PLP Expanding Circle of Support System**

*systematic support created for students who need additional assistance  
to reach reading proficiency in terms of an expanding circle*

This system promptly responds to students, who are not reading at grade level and require more than differentiated instruction, in the regular classroom.

### ***ALL STUDENTS ARE WITHIN THE INITIAL CIRCLE OF SUPPORT.***

As a means for achieving reading proficiency, ALL students are at the center of this circle supported by their teacher's differentiated classroom instruction and family involvement.

- Utilize screening assessment data and review reading achievement.

Many students will achieve reading proficiency (i.e. reading at grade level) within this circle of support. Other students may not.

- If not, the PLP process is initiated on behalf of the student, according with district policy as determined by the Local Education Agency (LEA):

- **Diagnose, Analyze, and Validate Need(s)**

- **Design Intervention Plan**

- **Implement Intervention**

- **Review Intervention Progress Monitoring Data**

If the results of the intervention do **not** lead to the student reading at grade level, the teacher may need to request appropriate members of the PLP Expanded Support Team to join the personnel already involved in the PLP process and initial circle of support.

**If needed**, such personnel may include:

ELL teacher

Literacy Coach

Principal

Psychologist

Reading Specialist

School Counselor

School Nurse teacher

Social Worker

Special Education teacher

Speech and Language specialist

Title I teacher

Other professionals whose

input would help design/

implement strategies and

interventions for these students

*The circle of support expands, when additional relevant school personnel (members of the PLP Expanded Support Team) are needed to help design, implement, and progress monitor the Intervention Plan.*

- **Revise/Modify Support**
  - Selected PLP Expanded Support Team, along with the members of the initial circle of support would consider all of the interventions implemented thus far, analyze the data collected thus far, then determine new or revised interventions to be implemented.
  - This team might also consider whether additional support services may be needed thus expanding the circle to another level.
- **Implement Revised/Modified Intervention**
  - Repeat the **Implement Intervention** part of the cycle, as many times as needed.
    - **Review Progress Monitoring Data**
    - **Revise/Modify Support**
    - **Implement Revised/Modified Intervention**
- **Use Assessment to Determine Discontinuation or Need for a New Focus**

If results of progress monitoring at any level of support and outcome assessment show that the student is reading at grade level, the student would return to the initial circle of support (student, differentiated classroom/content area instruction, and parental involvement). The PLP would be discontinued.

If the student is not reading at grade level, the circle of support may continue to:

**EXPAND**  
(include more/different personnel)  
**or**  
**CONTRACT**  
(if personnel are deemed unnecessary for the current intervention plan)

throughout the duration of the student's PLP.

- In addition to a PLP, a referral for Special Education evaluation may be considered if:
  - In spite of successive, research-based interventions, the student is no longer making progress toward the GLEs/GSEs.
  - The student's progress is dependent on a level of support that cannot be maintained over time in general education.
  - If a referral is made, then the Evaluation Team will be asking the following questions:
    - Have interventions of appropriate type, progression and intensity been implemented with fidelity? If not, consult for additional interventions. If yes, consider the next question.
    - Given the student's response to interventions - including rate and gaps of learning, and intensity of instruction needed - do we suspect that the student might have a disability? If not, consult and continue supports within general education. If yes, consider if any additional evaluation is necessary.



## **SYSTEM OF PLP SUPPORT ELEMENTARY & SECONDARY MODEL**

### **The Role of the Parent/Guardian**

[Refer to Appendix F for parental resources]

- To provide input in the planning of the intervention.
- To be aware of instructional interventions and to provide support and reinforcement at home.

Note: The parent/guardian does not have the right to refuse PLP services. However, while the parent/guardian is not required to approve or sign off on their child's PLP, it is recommended that the parent/guardian be engaged in their child's PLP process, in order to provide the child with multiple opportunities for success.

### **The Role of the PLP Expanded Support Team\***

(A team within the school whose expertise includes reading literacy)

- To determine new or revised interventions to be initiated within the current PLP.
  - To consider all previous interventions.
  - To analyze data.
- To consider whether additional support services may be needed.
- To provide direct support if needed in their individual roles or to consult as a member of the team.
  - Based on student need, members of the team may include: English Language Learner (ELL) teacher, Literacy Coach, Principal, Psychologist, Reading Specialist, School Counselor, School Nurse teacher, Social Worker, Special Education teacher, Speech and Language specialist, Title I teacher, and other professionals whose input would help design/implement strategies and interventions for these students.

\*This team meets the requirements for state regulations for Student Intervention Team for the area of reading. \*

## **SYSTEM OF PLP SUPPORT- ELEMENTARY MODEL**

### **The Role of the Classroom Teacher**

- To review the student's reading achievement.
  - May include state assessment results, local reading assessments, observation data, samples of student work, etc.
- To differentiate instruction for all students as needed so they can read and acquire information in every subject.
- To employ and analyze diagnostic assessments/tools when necessary to gain more specific knowledge of the student's strengths/needs/skill level(s).
- To invite parent/guardian to participate in the planning of intervention(s) and to help support his/her child's literacy growth outside of school.
- To design, implement, and manage a PLP for the student in consultation with a Reading Specialist, ELL teacher, and/or other school personnel as needed.
- To provide specific information and documentation regarding student's reading needs and progress to his/her parent/guardian.
- To report student data to building principal.

## **SYSTEM OF PLP SUPPORT- SECONDARY MODEL**

### **The Role of the Classroom/Content Area Teacher**

- To employ **School-wide Discipline-Specific Literacy Instruction** for all students.
- To differentiate instruction for all students as needed so they can read and acquire information in every subject.
- To provide ongoing assistance in navigating content, concepts, text structure, and vocabulary encountered in texts read by the students.
- To familiarize himself or herself with and use the information documented on every student's PLP that is relevant for their classroom instruction.

System of PLP Support- Secondary Model continued



## **SYSTEM OF PLP SUPPORT- SECONDARY MODEL (continued)**

### **The Role of the Specially Trained Literacy Teacher**

- To be specially trained, but not necessarily reading-certified.
  - To use strategy-based literacy “ramp-up” programs for reading and writing in the pertinent content areas.
  - To implement extended literacy periods.
  - To purposefully design study skills classes, etc., to aid instruction/learning.
  - To consult with ELL Teachers, Reading Specialists and/or other school personnel as needed when designing instruction for students.
- To administer diagnostic assessments, provide **Targeted Literacy Instruction**, and monitor student progress for these identified students.
- To invite parent/guardian to participate in the planning of intervention(s) and to help support their child’s literacy growth outside of school.
- To maintain a record of the screening, intervention, and progress monitoring results for the groups of students who receive this instruction.
- To provide specific information and documentation regarding student’s reading needs and progress to his/her parent/guardian.
- To report student data to building principal.

### **The Role of the Certified Reading Specialist**

- To possess a current Rhode Island Reading Specialist’s certificate.
- To administer diagnostic assessments, provide **Intensive Literacy Instruction**, and monitor student progress for these identified students.
- To invite parent/guardian to participate in the planning of intervention(s) and to help support their child’s literacy growth outside of school.
- To develop and implement PLPs for students as required by Board of Regents High School regulations.
- To consult with ELL Teachers and/or other school personnel as needed when designing instruction for students.
- To maintain a record of the screening, intervention, and progress monitoring results for these students.
- To provide specific information and documentation regarding student’s reading needs and progress to his/her parent/guardian.
- To report student data to building principal.

### **The Role of the Student**

- To demonstrate best effort towards improving one’s reading proficiency.
- To read self selected text(s) as much as possible outside of the school environment.

## **SYSTEM OF PLP SUPPORT LEA/DISTRICT**

### **The Role of the Principal**

- To be responsible for the reading success of all students.
- To support involvement of parents/guardians in student's literacy education.
- To oversee and monitor the PLP process, including:
  - Implementation.
  - Working with the School Improvement Team on PLP outcomes including:
    - Curriculum.
    - Instruction.
    - Assessments.
- To analyze PLP reporting forms in order to make informed decisions with respect to:
  - Program planning and evaluation.
  - Resource allocations.
  - Professional development planning/implementation.
- To report student data to district superintendent for Commissioner's Report.

### **The Role of the Superintendent**

- To develop and implement a K-12 PLP system that includes explicit and consistent provisions for student transitions from grade to grade, building to building, as well as degree of intervention(s) (targeted and intensive).
- To support involvement of parents/guardians in student's literacy education.
- To work with the District Strategic Planning Team on PLP outcomes including:
  - Curriculum.
  - Instruction.
  - Assessments.
- To analyze PLP reporting forms in order to make informed decisions with respect to:
  - Program planning and evaluation.
  - Resource allocation.
  - Professional Development planning/implementation.
- According to Regents' regulations and state law:
  - To annually identify all students who "do not attain proficiency" on the statewide assessment.
  - To report the number of students reading below proficiency to the Commissioner.

# Appendix A

## GLOSSARY

**ASSESSMENT**—the process of gathering data/information about student learning using tools such as commercial or teacher-made tests, observations, samples of student work, etc.

**DIFFERENTIATED INSTRUCTION**—student-centered instruction that acknowledges that different learners have differing needs. Teachers plan a variety of ways to tailor instruction for individual learners so that the learning experiences provide an appropriate fit for all students.

**ENGLISH LANGUAGE LEARNER (ELL)**—Linguistically and culturally diverse students who have been identified through reliable and valid assessments as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English, and thereby, qualifying them for support services (WIDA Consortium, 2000).

**FLUENCY**—the ability to read text accurately, quickly and with proper expression. Fluency provides a bridge between word recognition and comprehension.

**GRADE LEVEL/SPAN EXPECTATIONS (GLEs/GSEs)**— Rhode Island state standards for what students should know, understand, and be able to do.

**INDEPENDENT READING LEVEL**—the level at which a student can read alone, with no more than one error per 20 words read with good comprehension. Independent reading level materials are relatively easy text for the reader.

**INSTRUCTIONAL READING LEVEL**—the level at which a student can read with no more than one error per 10 words read with satisfactory comprehension appropriate for instruction. Instructional reading level materials engage the student in challenging but manageable text with teacher support and guidance.

**INTERVENTION**—additional, intensive, focused and appropriate instruction provided to students who are struggling with learning to read and write.

**LITERACY**—the ability to read, write, speak, listen, and communicate with others effectively.

**ORAL LANGUAGE**—involves both speaking and listening and includes vocabulary development.

**PHONEMIC AWARENESS**—the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken language.

**PHONICS**—the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

**PLP EXPANDED SUPPORT TEAM**—a team, whose expertise includes reading literacy that assists in the design, implementation, or progress monitoring of an intervention for an at-risk student.

**“READING AT GRADE LEVEL”**— instructional reading level is the same as student’s grade in school.

**SECONDARY**—middle and high school grade levels.

**TEXT COMPREHENSION**—the ability to synthesize, analyze, evaluate, and apply new information that has been learned from reading; a process by which readers construct meaning from written communication.

**VOCABULARY**—words we need to know to communicate with others. There are four types of vocabulary: listening, speaking, reading and writing.

### Acronyms

**ELL**=English Language Learner **LEA**= Local Education Agency **IEP**=Individual Education Plan  
**GLE**=Grade Level Expectations **GSE**=Grade Span Expectations

# **Appendix B**

## **Frequently Asked Questions ~ FAQs**

➤ **What is the goal of a PLP?**

The goal of the PLP is to put into place a process for supporting all students as they develop reading proficiency.

➤ **Will all PLPs look the same?**

No, PLPs will vary from district to district. However, they must all include the required elements. Additionally, if a district has different forms at the various levels, elementary, middle, high, they all need to include the required elements.

➤ **Will there be a single document for K-12 or will separate ones be accepted?**

Districts have had and will continue to have the liberty to create separate documents for various grade levels/spans within a school district. However, every PLP within the district must contain all the required elements.

➤ **Will RIDE require one PLP form to be used by all?**

No. While RIDE does supply a state sample PLP form for districts to use, it is up to the individual district to decide which form they would like to use (their own or the state voluntary form).

➤ **Who is responsible for actually writing the PLP?**

At the elementary level, the classroom teacher in consultation with other professionals will write the PLP. At the secondary level, a certified reading specialist and/or a specially trained literacy teacher will take responsibility for writing the PLP in consultation with content teachers, administrators and others. For students with disabilities who receive all their services in the area of literacy outside of the general education setting, special educators will be primarily responsible for developing and carrying out PLPs.

➤ **What is the role of the special education teacher in this process?**

Special education teachers have a responsibility to work with elementary classroom teachers as PLPs are developed, carried out, and revised for students with IEPs. At the secondary level, they are responsible for working with the certified reading specialists, as PLPs are developed, carried out, and revised for students with IEPs. Special Educators also have the responsibility to work with the specially trained literacy teachers who service the targeted intervention groups. For students with disabilities who receive all their services in the area of literacy outside of the general education setting, special educators would be primarily responsible for developing and carrying out PLPs.

➤ **Once a PLP has been resolved, what happens to the documentation?**

The district should devise a system to maintain the documentation for possible future reference.

➤ **When a student transfers to another district within RI, how will the receiving district be alerted that the student has a PLP?**

If the student currently has a PLP, the current PLP document must be sent to the receiving district to ensure that the intervention plan continues. A Student Literacy Record (Refer to Appendix D) may also be sent to provide a student's PLP history.

➤ **How long does a student require a PLP?**

Once the interventions provided have proven successful and lead to a student reading at grade level, the student will no longer require a PLP. PLP documentation should remain in the student's file for future reference.

➤ **If a student has a PLP at the elementary level, what will happen when the student transitions to a new school?**

The PLP shall continue until the student is reading at grade level. Districts are responsible for the development and implementation of a K-12 PLP system that includes explicit and consistent provisions for students' transitioning from grade to grade, building to building, or district to district.

➤ **Does a PLP for a student continue if they enter the secondary level and they are not reading on grade level? Does it continue if they move out of district?**

Yes. Once a student is placed on a PLP, the student continues their PLP until they are reading at grade level; regardless of whether they go from elementary to secondary levels within a district or go to another district within RI or a charter school. The classification of reading “3 or more years” below grade level was established to help all secondary schools build capacity for servicing their students. Therefore, by the year 2011 all students K-12 not reading at grade level will have a PLP.

➤ **If a student has a PLP, can they graduate with a diploma from High School under the new PBGR system?**

Yes, if they have met the grade 9-10 Grade Span Expectations (GSEs) required for graduation by the PBGR system. Under the Proficiency Based Graduation Requirements (PBGR) system, all students must be proficient in the 9-10 GSEs in order to graduate.

➤ **Can any indication of Special Education services be identified on PLP documents?**

Students **can** be identified on their PLP as having an IEP, as long as it is listed among one of many student categories (For example: Title I, Literacy, Reading Recovery, 504 Plan, ELL, IEP, Speech). If this information were included on this document, just like any other student record, it would be considered and maintained as confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

➤ **Will a PLP carry the same legal weight as an IEP? Can parents refuse these services?**

The Board of Regents regulates PLPs for grades 6-12, while state law mandates PLPs for grades K-5 [RI General Law 16.1-7 (a-c)]. Therefore parents/guardians may not decline a PLP, but they may refuse/decline to participate in a home component.

➤ **When is a PLP necessary for a student who already has an IEP?**

When a student’s reading level indicates that a PLP is needed, the guidance is the same for a student with or without an IEP. IEPs set out annual goals and intermediate objectives (often quarterly) and are not intended to focus on specific instructional procedures. In contrast, PLPs are intended to provide short-term, tailored instructional interventions whose effectiveness is measured frequently and which are revised regularly based on students’ responses. PLPs help focus the work of both general and special education teachers on interventions that should help students make progress toward their IEP objectives and annual goals.

➤ **Are districts expected to use the student’s independent level or instructional level when determining if he/she needs a PLP?**

Districts may use either independent or instructional level when determining a student’s reading level. Depending on the screening tool and other sources of information that each district is using to determine eligibility for a PLP, districts will decide which level they will use. For example: a student in 6<sup>th</sup> grade at the beginning of the school year should be reading independently at a 5<sup>th</sup> grade level and instructionally at a 6<sup>th</sup> grade level to be considered reading at grade level.

Note of caution: For districts using Developmental Reading Assessment (DRA) 4-8, it is based on a student’s independent level. However, a level 60 (grade 6 passage) has comparable text to many 5<sup>th</sup> grade appropriate stories. Therefore, it is written for independent reading at grade 6 and a current 6<sup>th</sup> grade student at the beginning of the year should be given this level. If the DRA assessment is used at the end of the school year, a current 6<sup>th</sup> grade student should be reading independently at the 6<sup>th</sup> grade level and instructionally at the 7<sup>th</sup> grade level. Therefore, a level 70 (grade 7 passage) should be used.

Not all screening instruments have been developed in this manner. It is important that a district has a clear understanding of the analysis for the screening instrument that they have selected.

➤ **Are the types of support at the secondary level flexible?**

Yes, they are flexible and should allow students to move among the different facets based on their progress monitoring/outcomes results. Students may also be included in targeted groups and receive intensive instruction simultaneously. It should be noted however, that once a PLP is established for a student, the student does not exit from the PLP until he/she is reading at grade level even as he/she moves among the different facets.

➤ **What is the difference between tiers at the secondary level and expanding circle of support?**

The supporting documentation in high school regulations includes the terminology of “tiers” to refer to the levels of support secondary students will receive. Every student at the secondary level receives Tier 1 support from every content area teacher. It is the school-wide discipline-specific literacy instruction that is explained in detail within the High School Regulations document. Tier 2 (targeted intervention) is additional support needed by some students who are reading 1-2 years below grade level. Tier 3 (intensive intervention) is for a few students who are reading 3 or more years below grade level. Whereas, the expanding circle of support refers to the personnel within a school community who may assist in the development, implementation or progress monitoring of a PLP for students at the elementary and secondary levels. Please refer to pages 15-16 of this document for more details on *Expanding Circle of Support*.

➤ **Which district is responsible for students who require targeted or intensive literacy support if they participate in a vocational program in another district?**

Commonly, the school/center where the student receives his/her academic instruction will be responsible for assessing, planning, implementing and monitoring targeted and/or intensive literacy support for their students, unless other arrangements have been made.

All content area teachers, whether they are in a high school or technical school/center are required to: employ school-wide discipline-specific literacy instruction; differentiate instruction for all students as needed so they can read and acquire information in every subject; provide ongoing assistance in navigating content, concepts, text structure, and vocabulary encountered in texts read by the students; and familiarize themselves with and use the information documented on every student’s PLP that is relevant for their classroom instruction.

➤ **Why do districts need to submit a District Report for their Personal Literacy Plans?**

The Rhode Island General Assembly and the Board of Regents imposed law and regulations to require a focused, concerted effort to improving the reading ability for all students not reading at grade level. To this end, RIDE is using the District Report form to account for all students by asking the superintendent to identify the number of students reading at or above grade level, below grade level and the number of students with a PLP.

➤ **Are districts required to fill out a District Report in the spring of each year?**

No, presently RIDE is requiring that each district submit their District Report by December 1<sup>st</sup> of each year. However, in the future RIDE may require submission semiannually or change the date of submission.

Districts may want to collect information in the spring for reports to school board/committee, parents, community members, etc. It should be noted that an additional column has been added to the district report beginning in December 2005. It will require information on the number of students at each grade level that were discontinued from the PLP process by the end of the previous year.

➤ **When is the District Report due to the Department of Education?**

Currently, the District Report for PLPs is due to the Department by December 1.

➤ **Where should the reports be sent?**

The district reports should be sent to:

Lisa Vieira, Office of Instruction  
Rhode Island Department of Education  
255 Westminster Street  
Providence, Rhode Island 02903



## Appendix C

### List of Required Elements for PLPs

Element	Explanation
<b>Basic Information</b>	
Student Name	
Student ID Number	
Date of Birth	
ELL Proficiency	List each appropriate domain and level from ACCESS (use MAC II for transition year(s) as appropriate).
Attendance Record	
<b>Current Information</b>	
Teacher(s)	
District/School/Grade	
Record of Home Contact(s)	This may be covered in intervention plan with a Parent/Student Contract for home activities or if parent is included/notified in review and revision of PLP, etc.
PLP History	Record whether this is an initial PLP {i.e. Yes/No check off} for a student. If no, then record dates of previous PLP(s) if student has since been exited. If this is a continuation of a PLP from the previous year then this box should be left blank. Please note: If the district uses the <i>Student Literacy Record</i> (Appendix D) for every student, then this element is not required.
<b>Information Documenting Needs</b>	
Differentiated Instruction	List instructional strategies/procedures, supports, and/or activities that are in place for this student. Students can be identified on their PLP as having an IEP. However, if this information were included on this document, just like any other student record, it would be considered and maintained as <b>confidential</b> in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).
Results of Assessments	Screening and District Progress Monitoring data must be included to present an overall picture of student's reading level. Diagnostic assessments must be included to clearly define problematic areas and/or strengths. This could include a narrative to provide the rationale behind the need for the student to receive instruction in a particular area of literacy.
<b>Intervention Plan</b>	
Goal	Write goal to indicate intended outcome of the intervention based on area and specific description of concern. State the goal in observable and measurable terms. Use the following questions to guide your thinking: What is problematic for the student? What level of performance is expected for this student? What GLE/GSE is student currently working towards becoming proficient in? What is the length of time anticipated for the student to reach the goal?
Instructional Intervention	Describe the procedures relevant to solving the identified problem. Indicate the amount of time the procedures will be implemented, materials and strategies used, person(s) responsible for implementation. What instructional procedures are to be used in the intervention? What materials are needed to implement the procedures or strategies? What length of time and how often will the intervention take place? Who is the person(s) responsible for implementing the procedures or strategies?
Dates	A record of start date, review/revision, and exit dates should be kept.
Family Component in Support of Intervention	Documentation of supports that have or will take place at home in conjunction with PLP.

### List of Required Elements for PLPs (continued)

Element	Explanation
Progress Monitoring	
Data collection (how, when, what)	Record specifics of the intervention progress monitoring for this student. What is the method of data collection? How often will it be collected? Who is responsible for collecting the data? Who is responsible for data summary and analysis?
Review/Revision Next Steps	Analyze progress monitoring data, evaluate effectiveness of intervention to ensure sufficient progress and/or to make instructional decisions, to alter plan and (if needed) expand circle of support. Is the intervention effective in improving the student's literacy skills? Is the student progressing at a sufficient rate to achieve the goal?
Intervention Outcomes	
Level of Performance After Intervention	Use assessments to provide documentation to determine discontinuation or need for a new focus. Include whether the intervention goal was met or not met.
New Intervention	New focus and date that PLP cycle will continue.
Participants at meeting if exiting PLP	Record of team members who determined that student is reading at grade level and should be exited from PLP.

## Appendix C

**School Department**  
**Personal Literacy Plan**

<b>Basic Information</b>	<b>Information Documenting Needs</b>																											
<p>Student: _____ Student ID #: _____</p> <p>Grade: _____ DOB: _____</p> <p>School: _____ Teacher(s): _____</p> <p>ELL Proficiency: _____</p> <p>Attendance/Tardiness: _____</p> <p>Initial PLP    ___Yes    ___No</p> <p>If no, record dates of previous PLP(s): _____</p>	<p>Differentiated Instruction: _____</p>																											
<p><b>Record of Home Contacts:</b></p> <p>Conference: _____</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>_____</p> <p style="text-align: center;">Date</p> </div> <div style="width: 45%;"> <p>_____</p> <p style="text-align: center;">Parent signature</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>_____</p> <p style="text-align: center;">Teacher Signature</p> </div> <div style="width: 45%;"></div> </div> <p>Comments: _____</p> <p>Phone call/note/email: _____</p> <p>_____ Date of contact</p> <p>Comments: _____</p> <p>Additional dates of home contact: _____</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 45%;">Screening Assessment</th> <th style="width: 40%;">Results</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Comments: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 45%;">Diagnostic Assessment</th> <th style="width: 40%;">Results</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Comments: _____</p>	Date	Screening Assessment	Results										Date	Diagnostic Assessment	Results												
Date	Screening Assessment	Results																										
Date	Diagnostic Assessment	Results																										

## **Appendix C**

<b>Intervention Plan</b>	<b>Progress Monitoring</b>		
Date: Goal:	Date	Assessment	Results
	Review/ Next Steps:		
Instructional Intervention:	Date	Assessment	Results
	Review/ Next Steps:		
Family Component in Support of Intervention:	Date	Assessment	Results
	Review/ Next Steps:		
Data Collection for Progress Monitoring:	Date	Assessment	Results
	Review/ Next Steps:		

## **Appendix C**

<b>Progress Monitoring</b> (continued)			<b>Progress Monitoring</b> (continued)		
Date	Assessment	Results	Date	Assessment	Results
Review/Next Steps:			Review/ Next Steps:		
Date	Assessment	Results	Date	Assessment	Results
Review/ Next Steps:			Review/ Next Steps:		
Date	Assessment	Results	Date	Assessment	Results
Review/ Next Steps:			Review/ Next Steps:		
Date	Assessment	Results	Date	Assessment	Results
Review/ Next Steps:			Review/ Next Steps:		

## Appendix C

### Intervention Outcomes

Date	Outcome Assessment	Results

#### New Intervention Plan

**OR**

#### PLP Release Form

Date: Goal:	Date: Justification for release from PLP:														
Instructional Intervention:	Signatures of participants: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 70%;">Signature</th> <th style="width: 30%;">Position</th> </tr> <tr> <td></td> <td>Teacher</td> </tr> <tr> <td></td> <td>Parent</td> </tr> <tr> <td></td> <td>Administrator</td> </tr> <tr> <td></td> <td>Student (if applicable)</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Signature	Position		Teacher		Parent		Administrator		Student (if applicable)				
Signature	Position														
	Teacher														
	Parent														
	Administrator														
	Student (if applicable)														
Family Component in Support of Intervention:															
Data Collection for Progress Monitoring:	If parent not in attendance, please fill out the information below. Date notified: Comments:														

## Appendix D

### Student Literacy Record

Student Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

Student ID # \_\_\_\_\_

Year	Grade	School/District	Reading Level		PLP	Expanded Support	Intervention	PA	P	V	F	C
			<i>Beginning of Year</i>	<i>End of Year</i>	Y/N/D							
20__	K											
20__	1											
20__	2											
20__	3											
20__	4											
20__	5											
							Targeted and/or Intensive					
20__	6											
20__	7											
20__	8											
20__	9											
20__	10											
20__	11											
20__	12											

This report may be used by an school/district to maintain PLP documentation over time. This report should begin when a student enters a RI school for the first time and should follow them until high school graduation.

Reading Level- Record the student's reading level and indicates if it is their independent (ind.) level or instructional (inst.) level.

PLP- Y=yes, N=no, D-discontinued

Expanded Support- if members of the Expanded Support Team were used as part of the process- Yes or No

The last five columns are to indicate the area of focus for the PLP in each grade. You may check off as many that applies in any one given year:

PA-Phonemic Awareness, P-Phonics, V-Vocabulary, F-Fluency, C-Comprehension.

## Appendix D

## Class Record

# Personal Literacy Plan Record

## Elementary/Secondary

School: \_\_\_\_\_ Year: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Teacher: \_\_\_\_\_

[illegible]

Submit to Building Principal by November 1 for Commissioner's Report.

Also submit to Building Principal at the end of the school year for district/school planning purposes (materials, professional development, etc.).

Add students to roster as they are enrolled.



## **Appendix D**

### **School Report** Personal Literacy Plan Record

School: \_\_\_\_\_ Year: \_\_\_\_\_

Principal: \_\_\_\_\_

Grade	# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total # Students Enrolled at Grade Level	# Students Discontinued from PLP process by the End of the Previous Year
				# of Students			
				IEP	ELL		

Report must be submitted to Superintendent by November 15 for completion of Commissioner's Report that is due at RIDE on December 1.

# **Appendix D**

## **District Report** **Personal Literacy Plan Record** Year: \_\_\_\_\_

DISTRICT: \_\_\_\_\_ SUPERINTENDENT: \_\_\_\_\_

District Contact: \_\_\_\_\_ Telephone: \_\_\_\_\_

Grade	# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total # Students Enrolled at Grade Level	# Students Discontinued from PLP process by the End of the Previous Year
				# Students	# Students		
				IEP	ELL		
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Report must be submitted to RIDE on December 1 of each year.

The Rhode Island Department of Education does **not** endorse nor imply endorsement of the following assessments. This appendix is to be used solely as a resource for districts/schools/ teachers to better inform their assessment decisions/choices in accordance with their Personal Literacy Plans (PLP).

## **Appendix E**

<b>Grade</b>	<b>Name of Test</b>	<b>Skills Measured</b>	<b>S</b>	<b>D</b>	<b>P M</b>	<b>Administration</b>
PreK-12	Bader Reading and Language Inventory and Reader Passages - 4 <sup>th</sup> Ed.	Comprehension, Phonics, Writing, Phonemic Awareness		X		Individual
K-12	Burns/Roe Individual Reading Inventory	Independent, Instructional, Frustration Reading Levels	X	X		Individual
PreK-12	Classroom Reading Inventory (Silvaroli and Wheelock)	Independent, Instructional, Frustration Reading Levels, Listening Comprehension	X	X		Individual
K-1	Clay's Observation Survey	Phonics, Reading Level, Alphabet Recognition	X	X		Individual
K - Adult	Comprehensive Test of Phonological Processing (CTOPP)	Phonological Awareness, Phonological Memory, Rapid Naming	X	X	X	Individual
K-Adult	Diagnostic Assessments of Reading (DAR)	Fluency, Comprehension, Phonics		X		Individual
1-12	Degrees of Reading Power (DRP)	Comprehension	X			Individual, Group, includes Spanish
K-6	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Phonemic Awareness, Phonics, Fluency	X		X	Individual
PreK-12	Dolch Word List	Word Recognition	X			Individual
K-8	Developmental Reading Assessment (DRA)	Fluency, Comprehension	X	X		Individual

S = Screening; D = Diagnosis; PM = Progress Monitoring

The Rhode Island Department of Education does **not** endorse nor imply endorsement of the following assessments. This appendix is to be used solely as a resource for districts/schools/ teachers to better inform their assessment decisions/choices in accordance with their Personal Literacy Plans (PLP).

<b>Grade</b>	<b>Name of Test</b>	<b>Skills Measured</b>	<b>S</b>	<b>D</b>	<b>P M</b>	<b>Administration</b>
1-9	Ekwall/Shanker Reading Inventory (ESRI)	Comprehension, Phonics, Listening Comprehension,	X	X		Individual
K-12	Gates-MacGinitie	Vocabulary, Comprehension	X			Group
PreK-Adult	GRADE (Group Reading Assessment and Diagnostic Evaluation)	Phonological Awareness, Sentence Comprehension, Passage Comprehension, Vocabulary, Listening Comprehension	X	X	X	Group
1-12	Gray Oral Reading Test (GORT)	Fluency	X	X		Individual
2-Adult	Gray Silent Reading Test (GSRT)	Comprehension	X	X		Individual, Group
PreK-12	Individual Reading Inventory (IRI)- various titles	Independent, Instructional, Frustration Reading Levels, Listening Comprehension	X	X		Individual
9-Adult	Nelson-Denny Reading Survey	Vocabulary Development, Comprehension, Reading Rate	X			Individual
K-3	PALS (Literacy Skills)	Phonemic Awareness, Phonics	X			Group, Individual
Pre-K-Adult	Peabody Picture Vocabulary Test (PPVT)	Vocabulary—Word Knowledge	X	X	X	Individual
K-12	Record of Reading Behaviors (Running Records)	Fluency, Comprehension	X	X	X	Individual
1-12	Reading Level Indicator (RLI)	Comprehension	X			Group, includes Spanish

S = Screening; D = Diagnosis; PM = Progress Monitoring

The Rhode Island Department of Education does **not** endorse nor imply endorsement of the following assessments. This appendix is to be used solely as a resource for districts/schools/ teachers to better inform their assessment decisions/choices in accordance with their Personal Literacy Plans (PLP).

<b>Grade</b>	<b>Name of Test</b>	<b>Skills Measured</b>	<b>S</b>	<b>D</b>	<b>P M</b>	<b>Administration</b>
1-12	Stanford Diagnostic Reading Test	Phonics, Vocabulary, Comprehension		X		Group
PreK-Adult	SORT-R	Word Recognition	X			Classroom screening by teacher
K-8	Qualitative Reading Inventory-3 <sup>rd</sup> edition	Independent, Instructional, Frustration Reading Levels, Listening Comprehension	X	X		Individual
K-12	Test of Language Development (TOLD-2)	Combination-Sentence Combining, Vocabulary, Word Ordering, Grammar, Comprehension, Malapropisms	X	X		Individual
2-12	Test of Reading Comprehension (TORC-3)	Comprehension, General Vocabulary; Diagnostic Supplements; Measures Content Area Vocabulary; Reading Written Directions	X	X		Individual, Group
K-12	Test of Word Knowledge (TOWK)	Vocabulary		X		Individual
1-Adult	Test of Word Reading Efficiency (TOWRE)	Word Recognition	X			Individual
K-2	Texas Primary Reading Inventory (TPRI)	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	X	X	X	Individual
K-1	Yopp-Singer	Phonemic Awareness	X	X		Individual
K.5-12	Woodcock Reading Mastery	Combination-Word Identification, Word Attack, Text Comprehension	X	X		Individual

S = Screening; D = Diagnosis; PM = Progress Monitoring

## **Appendix F**

### **PARENT/GUARDIAN SUPPORT RESOURCES**

#### **References:**

Parent's Guide To Literacy for the 21<sup>st</sup> Century, by Janie Hydrick; NCTE

Parent Support Network of RI  
Cathy Ciano, Executive Director  
401-467-6855 [www.psnri.org](http://www.psnri.org)

Rhode Island PTA  
Mary Anne Roll, President  
272-6406 [ri\\_pres@pta.org](mailto:ri_pres@pta.org)

RI Parent Information Network  
Vivian G. Weisman, Executive Director  
401-727-4144 [www.ripin.org](http://www.ripin.org)

#### **Websites:**

[www.edpubs.org](http://www.edpubs.org)

The United States Department of Education's website offers many free publications. You can order any of these materials by contacting EDPubs, the Department of Education's publications distribution center. Most are available in English and Spanish. The following are a sample of publications available:

- A Child Becomes a Reader: Birth through Preschool
- Growing Up Drug Free: A Parent's Guide to Prevention
- Helping Your Child Become a Reader
- Helping Your Child Learn Mathematics
- Helping Your Child Learn Science
- Helping Your Child Succeed In School
- Helping Your Child With Homework: For Parents of Children in Elementary through Middle School
- Put Reading First: Helping Your Child Learn to Read (Preschool through Grade 3)

[www.literacymatters.org](http://www.literacymatters.org)

The Education Development Center (EDC) houses Literacy Matters. The goal of the Literacy Matters project is to improve the literacy development of secondary school students, especially those students who are struggling to succeed. The content within this website focuses on what matters most in adolescent literacy development for teacher, parents, and students.

[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

OELA's National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA). Language Instruction Educational Programs (NCELA) collects, analyzes, synthesizes and disseminates information about language instruction educational programs for English language learners and related programs. The following resources are written for an audience of parents. This audience includes parents unfamiliar with or seeking information on the U.S. education system, those looking for ways to facilitate their child's learning both at home and school, and those investigating options and opportunities for their children. Resources written in the native language are cited in English with an indication of the other languages available; those available only in the native language are cited in that language.

[www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)

The Partnership for Reading offers information about the effective teaching of reading for children, adolescents, and adults, based on the evidence from quality research. This site includes information on the research, principles about reading instruction suggested by the research, and products for parents, teachers, administrators, and policy-makers. This National Institute for Literacy website highlights free parental booklets about the reading process and what children need to succeed.

[www.scholastic.com/familymatters/read/all/parentrole.htm](http://www.scholastic.com/familymatters/read/all/parentrole.htm)

This Scholastic site offers parents, Family Matters: All About Reading and Parent Guides. These provide parents with suggestions, activities, and book titles according to age levels. It is primarily focused on children from birth through 8<sup>th</sup> grade.

# **Appendix G**

## **K- 12 Literacy Resources for Teachers**

### **Journals:**

*Educational Leadership*, Association for Supervision and Curriculum Development, Alexandria, Virginia.

*Journal of Adolescent & Adult Literacy*, International Reading Association, Newark, Delaware.

*Journal of Educational Psychology*, American Psychological Association, Washington, D.C..

*Reading Research Quarterly*, International Reading Association, Newark, Delaware.

*The Reading Teacher*, International Reading Association, Newark, Delaware.

### **Resource Books:**

Adams, Marilyn Jager. (1999). *Beginning to Read: Thinking and Learning about Print*. MIT Press.

Adams, Marilyn Jager et al. (1998). *Phonemic Awareness in Young Children*: Paul H Brookes.

Allen, Janet. (1995). *It's Never Too Late: Leading Adolescents to Lifelong Literacy*: Heinemann.

Allen, Janet. (2002). *On the Same Page: Shared Reading Beyond the Primary Grades*: Stenhouse.

Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-8*: Stenhouse.

Allen, Janet. (2000). *Yellow Brick Road: Shared and Guided Paths to Independent Reading 4-12*: Stenhouse.

Allington, Richard. (2001). *What Really Matters for Struggling Readers: Designing Research-Based Programs*: Addison Wesley Longman.

Armstrong, Thomas. (2003). *The Multiple Intelligences of Reading and Writing*: ASCD.

Bear, D. et al. (2000). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*: Merrill.

Beck, Isabel, et al. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*: Guilford Press.

Beck, Isabel, et al. (1997). *Questioning the Author: An Approach for Enhancing Student Engagement with Text*: International Reading Association.

- Beers, Kylene. (2003). *When Kids Can't Read/What Teachers Can Do – A Guide for Teachers 6-12*: Heinemann.
- Beers, Kylene and B. Samuels (eds). (1998). *Into Focus: Understanding and Creating Middle School Readers*: Christopher-Gordon Publishers.
- Biancarosa, G. and Catherine Snow. (2004). *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York*: Alliance for Excellent Education.
- Billmeyer, Rachel and MaryLee Barton. (1998). *Teaching Reading in the Content Area: If Not Me, Then Who? 2<sup>nd</sup> Edition*: Mid-continental Regional Educational Lab (Distributed through ASCD).
- Blachman, Benita, et al. (2000). *Road to the Code*: Paul H. Brookes.
- Blevins, Wiley. (1998). *Phonics from A to Z– A Practical Guide*: Scholastic
- Blythe, Allen, Powell. (1999). *Looking Together at Student Work*: Teachers College Press.
- Bomer, Randy. (1995). *Time for Meaning: Crafting Literate Lives in Middle and High School*: Heinemann.
- Bromley, Karen, et al. (1999). *50 Graphic Organizers for Reading, Writing and More*: Scholastic Professional Books.
- Buehl, Doug. (2001). *Classroom Strategies for Interactive Learning 2<sup>nd</sup> Edition*: International Reading Association.
- Cooper, David. (2000). *Literacy: Helping Children Construct Meaning*: Houghton Mifflin.
- Cunningham, Patricia. (2004). *Phonics They Use*: Allyn & Bacon.
- Daniels, Harvey and Steven Zemelman. (2004). *Subjects Matter: Every Teacher's Guide To Content-Area Reading*: Heinemann.
- Davement, Ruth M. (2002). *Miscues Not Mistakes*: Heineman.
- Dorn, French, Jones. (1998). *Apprenticeship in Literacy*: Stenhouse.
- Ericson, Bonnie. (2001). *Teaching Reading In High School English Classes*: National Council of Teachers of English.
- Fletcher, Ralph and Joann Portalupi. (1998). *Craft Lessons: Teaching Writing K-8*: Stenhouse.
- Fountas, Irene and Gay Su Pinnell. (2001). *Guiding Readers and Writers, Grades 3-6*: Heineman.
- Fountas, Irene and Gay Su Pinnell. (2000). *Guided Reading*: Heineman.



- Fountas, Irene and Gay Su Pinnell. (1999). *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3*: Heinemann.
- Fountas, Irene and Gay Su Pinnell. (2002). *Matching Books to Readers: Using Leveled Books in Guided Reading, 3-6*: Heinemann.
- Fountas, Irene and Gay Su Pinnell. (2003). *Phonics Lessons, Letters, Words, and How They Work - First Hand*: Heinemann.
- Fountas, Irene and Gay Su Pinnell. (1998). *Word Matters*: Heineman.
- Gentry, Richard. (2000). *The Literacy Map*: Mondo.
- Gibbons, Pauline. (2002). *Scaffolding Language/Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*: Heinemann.
- Gunning, Thomas G. (2003). *Creating Literacy Instruction For All Children*: Allyn and Bacon.
- Harvey, Stephanie. (1998). *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*: Stenhouse.
- Harvey, Stephanie and Anne Goudvis. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*: Stenhouse.
- Honig, Diamond, Gutlohn. (2000). *Teaching Reading Sourcebook for Kindergarten Through Eighth Grade*: CORE, Arena Press.
- Hoyt, Linda. (1998). *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension*: Heinemann.
- Hoyt, Linda. (2002). *Make It Real: Strategies for Success in Informational Texts*: Heinemann.
- Keene, Ellin and Susan Zimmermann. (1997). *Mosaic of Thought: Teaching Comprehension In a Reader's Workshop*: Heinemann.
- Irvin, Judith L., et al. (2003). *Reading and the High School Student*: Allyn and Bacon.
- Jetton, Tamara and Janice Dole. (2004). *Adolescent Literacy Research and Practice (Solving Problems In Teaching Of Literacy)*: The Guilford Press.
- Langer, Judith A. (2002). *Effective Literacy Instruction*: National Council of Teachers of English.
- Lyons, Carol and Gay Su Pinnell. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development*: Heinemann.
- McCardle, Peggy and Vinita Chhabra. (2004). *The Voice of Evidence in Reading Research*: Paul H. Brookes.
- Miller, Debbi. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*: Stenhouse.

- Moore, David, et al. (2000). *Struggling Adolescent Readers: A Collection of Teaching Strategies*: International Reading Association.
- Nagy, William E. (1998). *Teaching Vocabulary to Improve Reading Comprehension*: International Reading Association.
- Parks, Brenda. (2000). *Read It Again*: Stenhouse.
- Peregoy, Suzanne and Owen F. Boyle. (2004). *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers, My LabSchool Edition (4<sup>th</sup> Edition)*: Allyn & Bacon.
- Portalupi, Joann and Ralph Fletcher. (2001). *NonFiction Craft Lessons Teaching Information Writing K-8*: Stenhouse.
- Rasinski, Timothy. (2003). *The Fluent Reader—Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*: Scholastic.
- Readance, John E., et al. (2000). *Prereading Activities for Content Area Reading and Learning, 3rd Edition*: International Reading Association.
- Rhode, Dudley-Marling. (1996). *Readers and Writers with a Difference*: Heineman.
- Robb, Laura. (2000). *Teaching Reading in Middle School*: Scholastic Professional Books.
- Sadler, Charlotte Rose. (2001). *Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers*: International Reading Association.
- Shoenback, R., et al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*: Josey-Bass Education Series.
- Snow, Burns, Griffin. (1998). *Preventing Reading Difficulties in Young Children*: National Research Council/National Academy Press.
- Snow, Burns, Griffin. (1999). *Starting Out Right—A Guide to Promoting Children's Reading Success*: National Research Council/National Academy Press.
- Stephens, Elaine and Jean E. Brown. (1999). *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas*: Christopher-Gordon Publications.
- Strickland, Dorothy S., et al. (2004). *Bridging the Literacy Gap, Grades 4-12*: Teacher's College Press.
- Taberski, Sharon. (2000). *On Solid Ground*: Heineman.
- Taylor, Barbara M., et al. (2000). *Reading for Meaning: Fostering Comprehension in the Middles Grades*: Teachers College Press.
- Taylor, Rosemarye and Valerie Doyle Collins. (2003). *Literacy Leadership for Grades 5-12*: ASCD.

- Tiedt, Iris McClellan. (2000). *Teaching with Picture Books in the Middle School*: International Reading Association.
- Tovani, Cris. (2000). *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*: Stenhouse.
- Tovani, Cris. (2004). *Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12*: Stenhouse.
- Trelease, Jim. (1995). *Read Aloud Handbook, 4<sup>th</sup> Edition*: Penguin Books.
- Walpole, Sharon and Michael C. McKenna. (2004). *The Literacy Coach's Handbook—A Guide to Research-Based Practice*: Guildford Press.
- Wilhelm, Jeffrey. (2002). *Improving Comprehension With Think-aloud Strategies*: Scholastic.
- Wilhelm, Jeffrey, et al. (2001). *Strategic Reading: Guiding Students to Lifelong Literacy, 6-12*: Heinemann.
- Wilhelm, Jeffrey. (1996). *"You Gotta BE the Book": Teaching Engaged and Reflective Reading with Adolescents*: Teachers College Press.
- Zimmermann, Susan and Chryse Hutchins. (2003). *7 Keys to Comprehension—How to Help Your Kids Read It and Get It!*: Three Rivers Press.

# **Appendix H**

## **Websites**

[www.all4ed.org/publications/AdolescentsAndLiteracy.pdf](http://www.all4ed.org/publications/AdolescentsAndLiteracy.pdf)

The Alliance for Excellent Education's document: "Adolescents and Literacy Reading for the 21<sup>st</sup> Century."

[www.all4ed.org/publications/Criteria%20for%20Adolescent%20Literacy%20Programs.pdf](http://www.all4ed.org/publications/Criteria%20for%20Adolescent%20Literacy%20Programs.pdf)

The Alliance for Excellent Education's document: "How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider."

[www.all4ed.org/publications/ReadingNext/ReadingNext.pdf](http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf)

The Alliance for Excellent Education's document: "Reading Next." See page 12 on document itself and pgs. 21-50 in Adobe for "Key Elements in Programs Designed to Improve Adolescent Literacy Achievement in Middle and High Programs."

[www.ascd.org](http://www.ascd.org) Association for Supervision and Curriculum Development

[www.cal.org/topics/prek-12literacy.html](http://www.cal.org/topics/prek-12literacy.html)

Center For Applied Linguistics (CAL) is an organization of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related issues. CAL's Language and Literacy Division specializes in projects that center on literacy acquisition in the elementary and secondary grades, particularly among learners for whom English is a second language.

<http://cela.albany.edu> The National Research Center on English Learning and Achievement

[www.ciera.org](http://www.ciera.org)

For information about literacy programs for young children, refer to CIERA (Center for the Improvement of Early Reading Achievement).

[www.fcrr.org](http://www.fcrr.org)

The Florida Center for Reading Research headed by Dr. Joe Torgensen, includes information for Parents, The Science of Reading: highlights of recent powerpoint professional presentations, .pdf files of recent publications, and additional resources on reading.

[www.interventioncentral.com](http://www.interventioncentral.com)

Intervention Central offers strategies for teacher in addition to "ChartDog," which is a fully functional data-analysis tool to help schools to monitor students' response to intervention.

[www.ira.org](http://www.ira.org) International Reading Association

[www.learner.org/progdesc/index.html?uid=139&sj=lit](http://www.learner.org/progdesc/index.html?uid=139&sj=lit)

*Envisioning Literature, Conversations in Literature, Literature and Language Arts* Annenberg/CPB, Learner.org Professional Development Series

[www.literacymatters.org](http://www.literacymatters.org)

The Education Development Center (EDC) houses Literacy Matters. The goal of the Literacy Matters project is to improve the literacy development of secondary school students, especially those students who are struggling to succeed.

[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

OELA's National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) collects, analyzes, synthesizes and disseminates information about language

instruction educational programs for English language learners and related programs. It is funded by the [U.S. Department of Education's](#) Office of English Language Acquisition, Language Enhancement & Academic Achievement for Limited English Proficient Students ([OELA](#)) under Title III of the No Child Left Behind ([NCLB](#)) Act of 2001.

[www.ncte.org](http://www.ncte.org)

National Council of Teachers of English provides teaching suggestions, sample lesson plans, and sample units. It also has a number of forums through which teachers can exchange ideas.

<http://reading.uoregon.edu>

This website is designed to provide information, technology, and resources to teachers, administrators, and parents across the country. Big Ideas in Beginning Reading focuses on the five BIG IDEAS of early literacy: phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency with text.

[www.studentprogress.org/](http://www.studentprogress.org/)

The National Center on Student Progress Monitoring includes definitions, examples, tools, a library, professional development opportunities and a listserv.

[www.texasreading.org](http://www.texasreading.org)

The Central Regional Technical Assistance Center (CRRFTAC), the Vaughn Gross Center for Reading and Language Arts provides leadership to educators in effective reading instruction through its diversified research and professional development projects. From translating research into practice to providing online professional development, the Center emphasizes scientifically based reading research and instruction. The Vaughn Gross Center is dedicated to improving reading instruction for all students, especially struggling readers, English Language Learners, and special education students.